

**Experienced Teachers' Institute (FY 2010-2011)**  
**Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan Template**

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Program/County: Green County Adult Learning Center	Director: Emily Bishop Jeffries

Title: Real Life Reading Skills	Content area: Reading
Length of lesson: one hour	NRS Level (s): 3
Standard(s)  1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (Grade 6: Key Ideas and Details 6-12). 2. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (Grade 5, Vocabulary Acquisition and Use, Language Standards K-5)	

Lesson Objectives	At the end of this lesson, students will be able to:
	Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy  Demonstrate how to correctly compare and contrast two different themes. Explain a variety of definitions, their meanings, and how they located them in a dictionary. The student will also be able to correctly fill out an anticipation/reaction guide and a QAR.

Assessing mastery of the objectives		<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ul style="list-style-type: none"> <li>* What are the main ideas of each article?</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>* Define the following words: idle, diagnostic, estimate, thrifty, diligent, and maintenance.</li> </ul> <p><b>Correct use of dictionary</b></p> <ul style="list-style-type: none"> <li>* Why could these articles be considered current events?</li> </ul> <p><b>Real-world relations</b></p>	<p>The means of assessment and check for understanding will be:</p> <p>Compare and contrast worksheet, dictionary use, writing a summary of the two articles, narrative triangle. Reading aloud at least one of the articles two to three times while timing with a stopwatch.</p>
Pre-teaching	<ul style="list-style-type: none"> <li>• How will I introduce the objectives?</li> <li>• How I will make a connection between the content and my students and engage?</li> <li>• How I will draw on prior knowledge?</li> <li>• How will I provide purpose for using the strategy and reading the selected text?</li> </ul>	<p>I will introduce the text and our goals for today by passing out a mini goal sheet; they can use this as a bookmark. We will discuss the lesson and draw prior knowledge on what they already know. Each article pulled is picked carefully and dependent on what students I will have in class that day.</p> <p>We will start with the Anticipation/Reaction Guide and do the first block together, we will also look at the list of questions I created for the QAR and we will complete the first question on that worksheet as well.</p> <p>I always write on the board the activities we will be completing, I have noticed it is a positive reinforcement each time I cross one of the accomplishments off the list.</p> <p>I will write the list of words to define on the board and when they have a moment in-between activities they can choose to look the words up in the dictionary.</p>	

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> <li>• How I will deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it and or provide examples?</li> <li>• How will I introduce and engage students in the text?</li> </ul> <p>Guided Practice</p> <ul style="list-style-type: none"> <li>• How I will provide opportunities for students to practice in the classroom so I know they understand?</li> <li>• How will I make sure they are <i>“getting it”</i> during the lesson?</li> </ul>	<p>We will all sit at one or two tables, I tend to sit with the students more often than standing up; it is important to be on their level.</p> <p>We will preview the text “A Good Repair Shop” and “Better Gas Mileage.”</p> <p>While completing the one on one reading with the students, the other students will be completing the Anticipation/Reaction Guide and the QAR. The definitions we will go over throughout class.</p> <p>We will go over the Anticipation Guide and QAR together.</p> <p>After going over the Anticipation Guide and QAR, they will be completing the Narrative triangle in groups of two and will share with the class.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help?</li> </ul>	<p>The students will do many mini activities throughout the lesson. One of them is a QAR (I will create the questions).</p> <p>The students will also write a journal entry of how this is a real world situation, they will be graded on content, not spelling in this activity.</p>
Post-teaching	<ul style="list-style-type: none"> <li>How I will check for understanding?</li> <li>How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<p>After the activities, the students will be given the questions that correspond with the articles they were assigned to read.</p> <p>They will be challenged, to write a summary about the articles and complete a compare and contrast worksheet.</p> <ul style="list-style-type: none"> <li>The compare and contrast worksheet will be to “explain the similarities and differences of good gas mileage versus getting terrible gas mileage, and a good repair shop versus a bad one.”</li> </ul>
<p>Text and Materials</p> <ul style="list-style-type: none"> <li>Authentic</li> <li>Based on students interests and goals</li> </ul>		<p><a href="http://www.marshalladulthoodeducation.org">www.marshalladulthoodeducation.org</a> (articles pulled).</p> <p><a href="http://www.marshalladulthoodeducation.org/rs/hc/l5hc/Wanted_A_Good_Repair_Shop_Level_5.0.pdf">http://www.marshalladulthoodeducation.org/rs/hc/l5hc/Wanted_A_Good_Repair_Shop_Level_5.0.pdf</a></p> <p><a href="http://www.marshalladulthoodeducation.org/rs/hc/l55hc/Better_Gas_Mileage_Level_5.5.pdf">http://www.marshalladulthoodeducation.org/rs/hc/l55hc/Better_Gas_Mileage_Level_5.5.pdf</a></p> <p>Stopwatch (for oral reading strategy) .</p> <p>Printouts from Creating Strategic Readers.</p> <p>Dictionary for unknown words and vocabulary.</p> <p>Journal.</p> <p>Compare and Contrast worksheet.</p> <p><a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf</a></p>

How learning can be extended at home?	The students will be challenged to find something around the house to read and re-read, all while timing themselves to see if their time has improved. Also, each student will be given a dictionary to keep at home. This allows the student to look up words they have problems with.
Key vocabulary	idle, diagnostic, estimate, thrifty, diligent, maintenance, compare and contrast, narrative.
Use of technology (if appropriate)	Smart Board.